

Penn Cambria SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

201 6th St
Cresson, PA 16630
(814)886-8121
Superintendent: William Marshall
Director of Special Education: Carrie Conrad

Planning Process

During the 14-15 school year the district used the off-line tools provided by PDE to develop the district-level plan. Instead of isolated "comprehensive planning meetings" the district used an integrated approach to planning. Committees and groups that meet regularly within the district reviewed data and provided the information and input necessary for this comprehensive planning process. In addition, meetings specific to comprehensive planning were held as needed throughout the year.

Committees, groups, and meetings involved in this process included, but were not limited to, the following: the Professional Development Committee, the Wellness Committee, the Technology Committee, the PCSD Board of Education, Title 1 School-wide Committees, parent meetings, grade level / department meetings, and the District Literacy Team. Data analysis activities occurred throughout the year and the system level guiding questions are used with groups to provide a focus on the comprehensive planning process within these groups.

This planning process was selected as opposed to isolated comprehensive planning meetings to ensure that the planning process was truly integrated into the usual operations of the district. This also helped ensure that groups and committees continuously evaluated the status of the district as they worked together towards common goals.

Our district will submit the comprehensive plan for public review at the August 2015 board of education meeting so that it will be ready to submit to the PA Department of Education before the November 30th deadline. The draft will be made available for public review via the district website. The special education plan will be prepared, available for public review, and submitted as per state guidance.

The Director of Curriculum and Instruction was responsible for oversight of the planning process and for ensuring deadlines were met. The Director of Special Education was responsible for special education components of the plan. The Superintendent will be responsible for frequent communications and gathering input from the board of education and community stakeholders.

Building administrators will be responsible for developing and communicating action plans at the building level.

Mission Statement

Penn Cambria School District will prepare productive citizens in a safe and positive environment that promotes excellence in academics, the arts, and athletics.

Vision Statement

Penn Cambria School District shall deliver a high quality education so that our students may be prepared to meet the challenges of the future.

Shared Values

The Penn Cambria School District collectively values:

1. The principle that all students can learn in a healthy and safe environment
2. A commitment to honesty, integrity, respect, and diversity
3. The educational support of family and community
4. Effective teaching of a rigorous and relevant curriculum
5. Professional development
6. Quality leadership that will foster a culture of teaching and learning
7. The use of technology to enhance teaching and learning
8. Accountability for all
9. A continuous learning ethic
10. Artful use of infrastructure that requires the strategic alignment and utilization of faculty, staff, facilities, time, technology, and fiscal resources

Educational Community

Penn Cambria School District serves a rural area encompassing 108 square miles along the ridges of east central Cambria County. The district is conveniently located 15 miles west of Altoona, with immediate access to the Route 22, 219 and I-99 corridors. The resident population of 17,129 reside within our 13 municipalities and boroughs, and nine unincorporated villages (Source: 2012 Census). 37% of students qualify for free or reduced price meals through the school lunch program and the 2013 Census data shows 14.36% poverty within our district boundaries.

Penn Cambria School District is part of the Southern Alleghenies workforce investment area. Based upon November 2014 reports, this WIA has the 6th highest unemployment rate in the state, out of 11. Cambria County currently has a 5.9% unemployment rate.

The three largest employers within the district boundaries are Saint Francis University, Mount Aloysius College and Penn Cambria School District. (Source: 2014 Center for Workforce Information and Analysis)

Community resources within the district boundaries include limited public transportation provided by CamTran of Cambria County. Faith-based organizations such as the Dorothy Day Center and St. Vincent DePaul Society provide assistance for families in need. There are also general practice physicians, day care and pre-school providers, three public libraries, a senior center, and volunteer fire services.

Penn Cambria School District employs a highly qualified professional faculty of 132 with an average of 13.85 years of educational experience. 41% of the faculty have earned master's degrees or beyond.

Current student enrollment is 1725, and enrollment is projected to remain steady for the foreseeable future. The average student/teacher ratio district-wide is 15/1, exclusive of instructional specialists, administrators, and itinerant staff. Our five buildings are organized into a Pre-Primary School for our Pre-K and Kindergarten programs, a Primary School for grades 1 and 2, an Intermediate School for grades 3 and 4, a Middle School for grades 5 through 8, and a High School for grades 9 through 12. Each building contains a library media center as well as the technology infrastructure and computer facilities to supplement the curriculum, instruction, and assessment needs of faculty and students.

The Penn Cambria School District has a cohort graduation rate of 88% (Source: PA School Performance Profile) and an average daily attendance rate of 94%. The PA School Performance Profile lists the following scores (13-14) for schools within the district.

Penn Cambria High School = 87.6%

Penn Cambria Middle School = 80.7%

Penn Cambria Intermediate School = 78.3%

Penn Cambria Primary School = 88.8%

Student academic growth significantly exceeds the standards for Pennsylvania, resulting in the Penn Cambria School District's overall ranking in the top 15% of school districts in Pennsylvania (Source: www.schooligger.com, 2014). The Pennsylvania Department of Education School Performance Profile for 2014 ranks Penn Cambria High School as the highest performing High School in all of Cambria County.

Our high school students are also encouraged to challenge themselves with weighted honors level classes and 14 Dual Enrollment classes throughout the high school experience. The industrious student can graduate with 18 or more college credits on their transcript. 15% of our students attend half-day programming at Admiral Peary Vocational-Technical School where they can take advantage of opportunities to prepare for industry certification in technical and/or trade skills leading to employment or further education through trade school after graduation. All students are strongly encouraged to participate in extra-curricular activities through athletics, the arts and community service groups throughout their High School careers.

Opportunities for higher education abound. Located within the boundaries of the school district are Mt. Aloysius College and St. Francis University. In addition, within one hour travel time are Penn

Highlands Community College, Indiana University of Pennsylvania, the University of Pittsburgh at Johnstown, and Penn State University.

In a spring 2014 survey of parents of elementary students, 87% reported that the schools were parent friendly and that varied learning opportunities were provided. 83% reported that they felt families could count on the school for support.

Planning Committee

Name	Role
Patrick Albright	Board Member : Professional Education
Jeff Baird	Administrator : Professional Education
Kim Baker	Elementary School Teacher - Regular Education : Professional Education
Jeanette Black	Administrator : Professional Education
Candace Brooks	Elementary School Teacher - Regular Education
Lisa Brown	Elementary School Teacher - Regular Education
Carrie Conrad	Special Education Director/Specialist
Sue Creehan	Elementary School Teacher - Regular Education
Becky Diehl	Community Representative
Lisa Dillon	Elementary School Teacher - Regular Education
Christina Dorsch	Community Representative : Professional Education
Alan Dubreucq	Middle School Teacher - Regular Education : Professional Education
Cristian Evans	Middle School Teacher - Regular Education
Carrie Fogel	Parent : Professional Education
Angela Gibbons	Elementary School Teacher - Regular Education
Paul Haber	Ed Specialist - School Psychologist : Professional Education
Kim Haberkorn	Middle School Teacher - Regular Education

Lewis Hale	Administrator
Dane Harrold	Building Principal
Brandon Ickes	Elementary School Teacher - Regular Education
Lauren Kudlawiec	High School Teacher - Regular Education : Professional Education
Theresa Kuntz	Elementary School Teacher - Regular Education
Franklin Lewis	High School Teacher - Regular Education
Ashlee Madison	Elementary School Teacher - Regular Education
Mandie Manning	Instructional Coach/Mentor Librarian
William Marshall	Building Principal
Lenny Mastrine	Middle School Teacher - Regular Education
Cynthia Pacifico	Building Principal
George Pyo	Board Member
Susan Reed	Elementary School Teacher - Regular Education
Kim Rolla	Elementary School Teacher - Regular Education : Professional Education
Stephanie Rossman	High School Teacher - Regular Education : Professional Education
Jesse Scott	Middle School Teacher - Regular Education
Anne Seno	Ed Specialist - School Counselor : Professional Education
Michele Smith	High School Teacher - Special Education
Joe Smorto	Elementary School Teacher - Special Education : Professional Education
Robin Stasik	Parent
Nicole Stohon	Elementary School Teacher - Regular Education
Eleanor Sutton	Community Representative : Professional Education
Kristen Talko	High School Teacher - Special Education
Pat Tarwater	Elementary School Teacher - Regular Education
Valarie Tranquillo	Middle School Teacher - Regular Education : Professional Education
Makeaela Vescovi	High School Teacher - Regular Education
Angel Waddell	Parent : Professional Education
Sandy Warner	Elementary School Teacher - Regular Education
Josh Watt	Elementary School Teacher - Special Education
April Wessel	Elementary School Teacher - Regular Education
Mary Beth Whited	Administrator
Kim Wilkinson	Business Representative : Professional Education

Cassandra Wray	Business Representative : Professional Education
Jessica Wyland	Middle School Teacher - Special Education
Maria Zelenski	Elementary School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Needs Improvement	Developing
Career Education and Work	Needs Improvement	Developing
Civics and Government	Needs Improvement	Developing
PA Core Standards: English Language Arts	Needs Improvement	Needs Improvement
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement
PA Core Standards: Mathematics	Needs Improvement	Needs Improvement
Economics	Needs Improvement	Needs Improvement
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Needs Improvement	Needs Improvement
Geography	Needs Improvement	Needs Improvement
Health, Safety and Physical Education	Developing	Developing
History	Needs Improvement	Needs Improvement
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler&arr;Second Grade	Needs Improvement	Needs Improvement
English Language Proficiency	Developing	Developing
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Interpersonal skills and school climate standards are offered as a voluntary resource for schools at this time and are still awaiting action by the state board according to information

on the PDE SAS website.

Family and Consumer Science standards are integrated into various curriculum areas at the primary level so mapping needs to continue. We are currently working to adjust both curriculum and instruction to better align to the PA Core Standards and associated changes in both rigor and content. While our primary level curriculum in areas such as the arts and social studies are based on standards, the existing curriculum maps are rather dated and need updated to more accurately reflect currently taught materials. The development of a clear scope and sequence would be of benefit to show not only standard alignment, but also progression across grade levels.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Needs Improvement	Developing
Career Education and Work	Needs Improvement	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Needs Improvement	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Accomplished
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Needs Improvement	Needs Improvement
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Interpersonal skills and school climate standards are offered as a voluntary resource for schools at this time and are still awaiting action by the state board according to information on the PDE SAS website.

Family and Consumer Science standards are integrated into various curriculum areas at the intermediate level so mapping needs to continue. We are currently working to adjust both curriculum and instruction to better align to the PA Core Standards and associated changes in both rigor and content. The math curriculum has been mapped for grades 3 and 4, although we continue to gather resources and design appropriate instruction and

assessments. The current program in social studies provides mapping and alignment. While our intermediate level curriculum in areas such as the arts are based on standards, the existing curriculum maps are rather dated and need updated to more accurately reflect currently taught materials. The development of a clear scope and sequence would be of benefit to show not only standard alignment, but also progression across grade levels.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement
PA Core Standards: Mathematics	Needs Improvement	Needs Improvement
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Non Existent	Developing
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Mapping is not currently occurring at the middle level for English Language Proficiency because we do not currently have any middle level ELL students. We do not offer World Languages currently at the middle level.

Interpersonal skills and school climate standards are offered as a voluntary resource for schools at this time and are still awaiting action by the state board according to information on the PDE SAS website. We are continuing to shift to the PA Core Standards. ELA curriculum was mapped and is being implemented in the 14-15 school year. We continue to work on mapping and alignment in Math and literacy in content areas.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing

Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Mapping is not currently occurring at the high school level for English Language Proficiency because we do not currently have any high school level ELL students. However, we do have programs available if the need should arise.

Interpersonal skills and school climate standards are offered as a voluntary resource for schools at this time and are still awaiting action by the state board according to information on the PDE SAS website.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

Not applicable

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Needs Improvement
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Needs Improvement

Processes used to ensure Accomplishment:

Lesson plans, content, and assessments are reviewed during teacher observation, at grade level, and in small group meetings to ensure these curriculum characteristics are in place.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

The shift to the PA Core Standards is an ongoing process. Objectives, content, materials and assessments are being reviewed and adjusted to provide tighter alignment. Our current reading and math programs are being analyzed in relation to core alignment. This process is ongoing.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Needs Improvement
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Needs Improvement

Processes used to ensure Accomplishment:

Lesson plans, content, and assessments are reviewed during teacher observation, at grade level and in small group meetings to ensure these curriculum characteristics are in place.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

The shift to the PA Core Standards is an ongoing process. Objectives, content, materials and assessments are being reviewed and adjusted to provide tighter alignment. Our current reading and math programs are being analyzed and adjusted in relation to core alignment. This process is ongoing. Professional development and co-teaching opportunities are being provided to help teachers adjust to the increased rigor associated with the PA Core.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Needs Improvement
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Core curriculum is currently being revised to ensure alignment with anticipated adoption of the PA Common Core Standards. The district uses a common curriculum template which includes all of the above characteristics. While objectives, content, and assessments have been adjusted, they are still being refined.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Materials, activities, and estimated instructional times are still being adjusted as we transition to the new PA Core standards. In some areas such as Social Studies and Science, this would be scored as developing or accomplished. However, in English Language Arts and Mathematics, this is still an area in which much change is occurring so a score of Needs Improvement seems most appropriate.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The high school curriculum has been updated and includes objectives, suggested materials and activities, standards, and methods of assessment. Reviews of lesson plans, assessments, data analysis and clinical observations are used to ensure the curriculum is being implemented. In addition, walkthroughs and unannounced observations are also used. Assessments continue to be refined and adjusted.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Not applicable

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Modifications and/or accommodations to planned instruction vary based on both the curricular area and the individual needs of the student. Accommodations and/or modifications are based on the specially designed instruction outlined in each student's Individual Education Plan (IEP). Special education teachers and regular education teachers collaborate to create a successful inclusive environment.

In addition to specific accommodations and/or modification, teachers use varying teaching techniques and incorporate strategies to make the curriculum universally accessible to all (i.e. UDL and differentiated instruction strategies).

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Regular Lesson Plan Review

- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

All professional employees are evaluated annually. Evaluation is completed based on the PDE 82-1 form or the 82-3 (NTPE). The Danielson Framework serves as the model upon which observation and practice feedback are based.

The district observation plan calls for building administrators and/or district

administrators to complete a minimum of one formal observation (clinical or unannounced) and one walkthrough of each professional employee annually. Instructional II teachers on a three year rotating cycle will be required to participate in at least one clinical observation process. Instructional I teachers participate in a minimum of two clinical observations, three walkthroughs, and one unannounced full-length classroom observation. While there is currently no system of regular or systematic lesson plan review, lesson plan review is a component of this classroom observation process.

In addition, instructional coaches are currently used at the middle school and high school to provide job-embedded professional development and to provide a common foundation of research-based instructional strategies (ex: writing to learn, B-D-A model, etc). The coaches actively participate in the PA Institute for Instructional Coaching. Regular (weekly and bi-weekly) meetings are currently used at the middle school and high school to discuss professional practice and participate in common professional development opportunities.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

While lesson plans are required and reviewed during classroom walkthroughs and observations, there is not currently a systematic review of lesson plans conducted on a regular basis. This review can be conducted on an as-needed basis by building administrators and/or the Director of Curriculum and Instruction to ensure curricular alignment, the use of effective instructional strategies, and consistency between classrooms.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

Flexible scheduling that allows time to meet the needs of core curricular instruction while also provided time for Tier 2 interventions continues to be a challenge. Structured grouping practices are used within guided reading time to meet student needs. While differentiation occurs naturally in many classrooms, this continues to be an area in which additional professional development and refinement are necessary as misconceptions about this practice still exist.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

Time for implementing tier 2 interventions continues to be a challenge. While differentiation occurs in many classrooms, this continues to be an area in which additional professional development and refinement are necessary as misconceptions about this practice still exist.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was Not applicable)

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was Not applicable)

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

District recruitment and assignment is based on the highly qualified status of teachers. The district completes an equity plan annually to review the certifications and experience of teachers in each building. This equity plan data is considered during the teacher assignment process so that any one building does not have a disproportionate number of new teachers. In addition, teacher assignments are determined by the district and are not based on seniority. Veteran teachers and new teachers alike teach all levels of students.

Assessments

Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	5.00	5.00	5.00
Social Studies	4.00	4.00	4.00

Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	4.00	4.00	4.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00
Electives	3.00	3.00	3.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X				X
Civics and Government		X				
PA Core Standards: English Language Arts		X				X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X				X
Economics		X				
Environment and Ecology		X				X
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X				X

World Language		X				
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Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Keystone Exams (beginning with 12-13 school year)				X
PASA		X	X	X
PSSA		X	X	
Teacher developed summative assessments based on curricular objectives	X	X	X	X
Textbook assessments	X	X	X	X
Student performance (works of art, music, speaking, presentations, summative projects designed to measure curricular objectives)	X	X	X	X
Student written work	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
4Sight		X	X	
Textbook assessments	X	X	X	X
Fountas & Pinnell Reading Assessment	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Demonstrations, performances, products and projects	X	X	X	X
Student work samples/portfolios	X	X	X	X
Exit slips/response cards	X	X	X	X
Fitness assessments	X	X	X	X
Experiments / laboratory projects	X	X	X	X
Textbook assessments/activities	X	X	X	X
Teacher designed formative assessment activities	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
GRADE			X	X
Classroom Diagnostic Tools (CDTs)		X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
Professional Learning Community Review		X	X	X
Instructional Coach Review			X	X
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Teachers develop, review, and share assessments with peers. Building and district administration work with teachers to ensure multiple and varied assessments are used. In addition, the use of common assessments to measure student learning is being promoted throughout the district to ensure consistency of assessments and alignment of instruction to the prescribed curriculum. These common assessments serve as an important measure of student learning. A district assessment calendar is used to coordinate benchmark and summative assessments such as 4Sight, PSSA, and GRADE administrations.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Not applicable

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

The district prepares a wide variety of assessment data reports using various formats to analyze and disseminate data. The general overview reports are shared electronically with all stakeholders. The confidentiality of individual student data is appropriately protected, but does allow for classroom teacher analysis to help inform instruction and make adjustments. These reports are used to evaluate the effectiveness of instructional practices and plan improvements (ex: constructed response question data). Time during scheduled in-service days is devoted to disseminating and analyzing this data in both large and small group settings. In addition, building level, grade level and department meetings are used to facilitate this process. Instructional coaches serve as data mentors for teachers and help lead the analysis of classroom data and how to respond.

The district also utilizes valuable online tools for data analysis such as the 4Sight Member's Center, eMetric, PVAAS, and the SPP tools.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Information from formative, diagnostic, and benchmark assessments is used to identify students who are not achieving at a proficient level or higher. This data is then used to design interventions, programs, and instructional strategies that will target specific areas of weakness. These interventions, programs, and strategies are implemented in a variety of formats across buildings.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.		X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Assessment data, including item analysis types of reports, are used to target instruction and modify instructional practices. Compilation data provided by eMetric, PVAAS, and in the district/school report cards are used to drill down to assessment anchors and to provide important insight into student performance in response to instruction in specific areas. Instructional practices that support mastery of specific eligible content and/or standards mastery are identified and then various types of professional learning are promoted to enhance the use of these practices (ex: instructional coaching, professional learning meetings, individual/small group reflection, whole group professional development, etc). 4Sight provides assessment anchor alignment for each question to be used with the item analysis report. Teachers then work to identify instructional practices/strategies likely to increase mastery for these skills.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Assessment results are not reported out by standards or by assessment anchor at the early elementary level currently. Classroom assessment data, aligned to the standards exists, but it is not reported out in this manner.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters				
Press Releases				
School Calendar		X	X	X
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

Course curriculum guides are available to the public and include information about assessment techniques used in the courses. The Parent Pages section of the district website contains links to the public PDE, PVAAS, and SPP websites. Assessment information is shared during individual parent meetings that are held for various reasons throughout the year (including Title 1 parent meetings). Parents receive information via mail, global calling, letters home with students, and on the district website regarding assessment schedules. Assessment information is shared during district meetings including board of education meetings, and various district planning meetings. The school calendar includes the PDE assessment calendar.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Due to budget constraints, PC does not publish a district newsletter. We rely on letters, phone calls, and the district website to disseminate necessary information. Press releases can be used to provide local media with reports regarding summative assessments in the future. In addition, information regarding summative assessments can be included in the student handbooks for each building.

We are currently in the process of revising and updating the course curriculum at the early elementary and intermediate level to better address updated PA Core Standards.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Overall, the schools within our district have been able to meet annual student achievement targets. All building SPP scores are above 70%, with three scoring above 80% in 2014. Graduation rates are consistent at 88% and our attendance rate also remains relatively consistent at 94%. When schools do not meet a specific achievement target or when challenges exist which impact student achievement, the district administrative team works closely with building administrators and teacher leaders to identify root causes of the problem and develop and implement a plan for improvement. District professional development time is allocated to specifically target these individual building needs. District administrators become active participants in building level meetings, data analysis, and department/grade-level meetings. In addition, district administrators also assist by working with teachers through the clinical observation process.

The district will continue to show growth in student achievement as we continue to use data to evaluate our current strategies and programs. PVAAS data is especially helpful in identifying areas for potential growth. We will use this data to identify those strategies and programs which have been successful in increasing student achievement. We will then focus attention and resources on continuing those strategies as we implement and evaluate others as necessary to achieve the district mission.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X		
Conflict Resolution or Dispute Management				
Peer Helper Programs				
Safety and Violence Prevention Curricula				X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of	X	X	X	X

Student Discipline				
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Explanation of strategies not selected and how the LEA plans to address their incorporation:

Components of safety education are integrated within our health curriculum, family and consumer science curriculum, technology curriculum, high school driver education and within programming activities at all levels (ex: bus safety, anti-bullying). However, we do not currently offer an isolated or specific safety and violence prevention curricula. Counseling services are provided by school guidance counselors. Outside agency referrals are used across the district for counseling services beyond those provided by guidance counselors. Several strategies are not selected due to a lack of time to implement them with consistency and fidelity within the core school day and/ or a lack of resources to provide them outside of the school day. These strategies include: Conflict Resolution or Dispute Management, Peer Helper Programs, and Placement of School Resources Officers. Our district does not have the resources necessary to employ school resource officers. We rely on existing resources such as local police, county agencies and existing security equipment to meet these needs. We strive to use data to justify our expenditures. Our middle school and high school do have building level Principal Advisory Committees that work with building leadership to identify ways to provide positive behavioral supports throughout the school year.

Identifying and Programming for Gifted Students

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

Our process for identifying gifted children includes an annual child find process, as well as ongoing awareness activities and evaluations. Initial screenings using classroom and assessment data provided by elementary classroom teachers are conducted in the fall of each year. The Gifted Support Teacher provides information for these teachers regarding characteristics of gifted students as a reference during data collection. Teachers turn in recommendations along with data to the Special Education Director by December of each year. The Special Education Director reviews this information and then provides the information to the guidance counselor who conducts screenings during January and February of each year using the KBIT and/or the OLSAT as appropriate. Results are immediately forwarded to the Special Education Director and the School Psychologist (before the end of February). A gifted screening team consisting of the Special Education Director, School Psychologist, Building Principal, and Guidance Counselor, review the data to determine if further testing is necessary. When evaluation is appropriate, the School Psychologist requests that the Guidance Counselor notify parents that permission to evaluate forms will be sent home. The Special Education Office Coordinator sends the Permission to Evaluate forms for each individual student as appropriate. As Permission to Evaluate forms are returned, the School Psychologist will begin evaluations. When the Evaluation Report is complete, the Office Coordinator will mail the report home to the families and e-mail the Gifted Support Teacher. Based on the conclusion of the Evaluation

Report, the Gifted Support Teacher will set up a G-IEP meeting within 30 calendar days of the report. The G-IEP team will determine if the student requires gifted support or request a non-exceptional form with a NORA.

The above timeline will be conducted annually. However, at any time, a teacher from grades K-12 may make a request to have a student screened or evaluated for gifted eligibility. Also, at any time throughout the year, a parent may request in writing for his/her child to be evaluated using a gifted multi-disciplinary evaluation. A parent may only request to have his/her child evaluated one time per school term.

At Penn Cambria School District, the Gifted Education Program is designed using an inclusive model at all grade levels. A Gifted Support Teacher provides both push-in and pull-out services, activities, and support for students under a G-IEP. Ongoing professional development is provided to classroom teachers focused on differentiating instruction, increasing critical thinking skills and use of higher order questions to help them meet the needs of gifted students.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring				
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS				
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

PCSD uses a Student Support Team (SST) process to provide developmental services for students who may be experiencing difficulties and need interventions (academic and/or

behavioral). We have components of RTII/MTSS; however, we do not currently have a formal, comprehensive RTII or MTSS system in place district-wide.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework				
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

The district provides accommodations and/or modifications as required in Individualized Education Plans and/or Section 504 plans. In addition, accommodations and/or modifications may be made for other individual students as appropriate. Special education evaluations are conducted as per state and federal regulations.

Certified school nurses take the lead in ensuring medication is appropriately administered as appropriate and complying with all applicable regulations. All mandated health and wellness screenings are conducted as set forth by Pennsylvania Department of Health. Nurses provide appropriate follow-up to families as a result.

Student Assistance Teams are used to provide identification and referral services for students experiencing difficulties.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)				
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X

Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

Students and families may require a continuum of services and supports. Some supports such as management of IEP and 504 plans are provided within the district by district staff. Other supports are provided by outside agencies, groups or sources. The district provides referral services, collaborates and coordinates with outside agencies (including state and social service agencies) and provides a variety of staff development related to student services.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X		
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors				
Newsletters	X	X		

School Calendar				
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Classroom teachers provide initial or baseline data and information to individuals providing interventions. This information is valuable in determining present levels and also in determining prescribed interventions. Teachers may assist with providing interventions as appropriate at the classroom level, depending upon the intervention plan. This may include academic interventions, physical accommodations, behavioral interventions, or coordination of intervention efforts. Finally, individuals providing interventions communicate data regarding progress and assessment results to classroom teachers. Child Study Team meetings and/or Student Support Team meetings are used as appropriate to plan interventions and to monitor progress.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The district collaborates with community operated infant, toddler, and preschool programs in various ways. The district works closely with OCDEL through the Pre-K Counts program. The local Head Start provider collaborates with the district Pre-K program during the enrollment process for both programs and open lines of communication are maintained throughout the school year. The elementary principal works with the local Head Start provider to coordinate a series of transition activities, including a kindergarten visit. The district has an established Birth-Grade 12 Literacy Team. Members of this literacy team include Pre-K Counts representatives, a representative from the Nurse-Family Partnership, and representation from the high school early childhood program. The district annually updates and publishes a brochure listing all community pre-school providers and provides this to families who inquire about pre-school programs within our district boundaries. The district provides space for the School Age Child Care (SACC) program that provides before and after school child care as well as summer child care. Community service and work experience opportunities are provided at the high school level.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The district communicates extensively with Early Intervention Services from Appalachia Intermediate Unit 8 to ensure that students with disabilities are identified and provided with necessary supports and accommodations. In addition to transition activities planned for all kindergarten students, individual transition meetings are held every year to plan for smooth transition for each individual child receiving Early Intervention services entering kindergarten.

The district operates a Pre-K Counts program and coordinates services during the school day to allow for early intervention services to be provided within the classroom. In addition, the program screens all students using the Ages and Stages screener and refers parents to Early Intervention Services as appropriate. Transition services for Pre-K Counts include open houses, classroom visits, and communications with the classroom teacher before school begins.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Instructional materials and resources are screened for alignment to district curriculum and state standards before purchase. In addition, materials and resources from the SAS webportal are also used. Materials and resources are evaluated in terms of accessibility for all students (reading level, re-teaching and enrichment opportunities, universal design principles, etc).

In the past, classrooms followed a commercial reading program and a commercial math program with little variance from the program. Rather dramatic changes to this practice have been occurring in light of both the adoption of the PA Core Standards, and an increased focus on our student achievement, our interventions, and differentiation for student learners. Our process for identifying and selecting appropriate materials and resources has now shifted towards an "Understanding By Design" approach in which teachers look at core objectives and assessments and then review materials and resources to determine appropriateness.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Not applicable

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Instructional materials and resources are screened for alignment to district curriculum and state standards before purchase. In addition, materials and resources from the SAS webportal are also used. Materials and resources are evaluated in terms of accessibility for all students (reading level, re-teaching and enrichment opportunities, universal design principles, etc).

In the past, classrooms followed a commercial reading program and a commercial math program with little variance from the program. Rather dramatic changes to this practice have been occurring in light of both the adoption of the PA Core Standards, and an increased focus on our student achievement, our interventions, and differentiation for student learners. Our process for identifying and selecting appropriate materials and resources has now shifted towards an "Understanding By Design" approach in which teachers look at core objectives and assessments and then review materials and resources to determine appropriateness.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Not applicable

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Instructional materials and resources are screened for alignment to district curriculum and state standards before purchase. In addition, materials and resources from the SAS webportal are also used. Materials and resources are evaluated in terms of accessibility for all students (reading level, re-teaching and enrichment opportunities, universal design principles, etc).

In the past, classrooms followed a commercial reading program and a commercial math program with little variance from the program. Rather dramatic changes to this practice have been occurring in light of both the adoption of the PA Core Standards, and an increased focus on our student achievement, our interventions, and differentiation for student learners. Our process for identifying and selecting appropriate materials and resources has now shifted towards an "Understanding By Design" approach in which teachers look at core objectives and assessments and then review materials and resources to determine appropriateness.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Not applicable

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Instructional materials and resources are screened for alignment to district curriculum and state standards before purchase. In addition, materials and resources from the SAS webportal are also used. Materials and resources are evaluated in terms of accessibility for all students (reading level, re-teaching and enrichment opportunities, universal design principles, etc).

The district curriculum guides provide the structure to show progress from level to level and relationships among fundamental skills and concepts. The language arts and math curricula are currently being reviewed and adjusted based on assessment results and upcoming alignment to the PA Common Core Standards. This will also mean that materials and resources will be reviewed and adjusted as necessary.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Not applicable

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of

	district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Not Applicable

Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

Faculty members have been trained and to varying degrees are using the Materials and Resources section of the SAS website. Examples of valuable resources used have included specific lesson plans (including materials and rubrics or assessments), reading passages, and unit plans. In addition, we have used the learning progressions and reviewed the voluntary model curriculum for Reading, Math, and Science for use. However, the search features for this section continue to need additional refinement, especially when searching by a particular standard or assessment anchor area. In addition, the structure and format of the voluntary model curriculum makes it difficult to review the entire lesson plan as we evaluate it for appropriateness. As this site continues to grow and improve, our classroom teachers will expand their use of the tool since it does contain many valuable resources. Interpersonal and school climate standards are provided as a voluntary resource for PA schools. There are no current ELL students at the elementary level. However our ESL plan calls for use of SAS resources as appropriate.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of

	district classrooms
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

Faculty members have been trained and to varying degrees are using the Materials and Resources section of the SAS website. Examples of valuable resources used have included specific lesson plans (including materials and rubrics or assessments), reading passages, and unit plans. In addition, we have used the learning progressions and reviewed the voluntary model curriculum for Reading, Math, and Science for use. However, the search features for this section continue to need additional refinement, especially when searching by a particular standard or assessment anchor area. In addition, the structure and format of the voluntary model curriculum makes it difficult to review the entire lesson plan as we evaluate it for appropriateness. As this site continues to grow and improve, our classroom teachers will expand their use of the tool since it does contain many valuable resources. Interpersonal and school climate standards are provided as a voluntary resource for PA schools. There are no current ELL students at this level. However, resources are included when revising the district ESL plan.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in

	less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

Faculty members have been trained and to varying degrees are using the Materials and Resources section of the SAS website. Examples of valuable resources used have included specific lesson plans (including materials and rubrics or assessments), reading passages, and unit plans. In addition, we have used the learning progressions and reviewed the voluntary model curriculum for Reading, Math, and Science for use. However, the search features for this section continue to need additional refinement, especially when searching by a particular standard or assessment anchor area. In addition, the structure and format of the voluntary model curriculum makes it difficult to review the entire lesson plan as we evaluate it for appropriateness. As this site continues to grow and improve, our classroom teachers will expand their use of the tool since it does contain many valuable resources. Interpersonal skills and school climate standards are provided as a voluntary resources only for PA schools. World language is not taught at the middle level. There are no current ELL students at the middle level.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district

	classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Implemented in

	less than 50% of district classrooms
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Further explanation for columns selected "

Faculty members have been trained and to varying degrees are using the Materials and Resources section of the SAS website. Examples of valuable resources used have included specific lesson plans (including materials and rubrics or assessments), reading passages, and unit plans. In addition, we have used the learning progressions and reviewed the voluntary model curriculum for Reading, Math, and Science for use. However, the search features for this section continue to need additional refinement, especially when searching by a particular standard or assessment anchor area. In addition, the structure and format of the voluntary model curriculum makes it difficult to review the entire lesson plan as we evaluate it for appropriateness. As this site continues to grow and improve, our classroom teachers will expand their use of the tool since it does contain many valuable resources.

Interpersonal skills and school climate standards are provided as a voluntary resources only for PA schools. There are no current ELL students at the high school level.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum,	X	X	X	X

instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

The district professional development committee meets at least twice per year to review both in-house professional development activities and professional development provided by other resources (ex: coursework, meetings, workshops, etc). Graduate coursework in content knowledge and/or education is encouraged through communication of opportunities to all staff members and in many cases, support financially through the collective bargaining agreement is provided.

Content specific professional education is provided as possible using in-house experts, professional presenters, faculty from higher education, Appalachia Intermediate Unit 8, and other resources. Collaboration and cooperation between content teachers across local districts is encouraged to be able to provide greater content specific professional education opportunities.

An emphasis on engagement, critical thinking, problem solving, and differentiating instruction provides teachers with professional education related to interventions for both struggling students and for gifted students. The mandated Student Learning Outcomes (SLO) process has led to professional education efforts specifically focused on improving classroom assessments and an increase in professional education related to using data for instructional decision making.

Resources from the Parent Information and Resource Center (PIRC) and the PA State Parent Advisory Council (SPAC) along with resources provided by Title 1 are used to enhance professional education related to working with parents and the community. Teaching skills, increasing student engagement, the use of effective instructional strategies, the use of interventions, assessment skills, and data analysis are all priority areas of focus during district provided in-service hours. In addition, free professional development opportunities provided by PDE through the SAS webportal are shared. Also shared are low-cost professional development opportunities aligned to the characteristics above provided by Appalachia Intermediate Unit 8.

Building administrators participate in Act 45 approved course work and the Pennsylvania Inspired Leadership program. In addition, administrators participate in leadership activities and resources (including collaborative meetings and data analysis sessions) provided by Appalachia Intermediate Unit 8.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/16/2013 13-14 On-Site Training sessions offered 8/16/13, 8/19/13, 8/20/13, 8/22/13, 9/18/2013, 10/11/2013, 11/8/2013,
8/22/2014 14-15 On-Site Training sessions offered 8/22/14 and 9/23/2014
11/3/2014 14-15 Online Training Offerings: PA Child Welfare Resource Center
The LEA plans to conduct the required training on approximately:
7/1/2015 15-16 and Beyond - Free Online Training Offerings: PA Child Welfare Resource Center

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
8/25/2015 Planned implementation of 1 hour EduPlanet Learning Path provided by Appalachia IU8 (pending availability) with additional 3 hours of learning paths completed as they are available.
11/10/2015 Potential for use of time for Suicide Prevention professional education provided by approved outside agency if available.

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.

- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

An annual needs assessment is conducted regarding professional education. This needs assessment includes a survey allowing for teacher input into professional development decisions. This needs assessment also includes a review of student achievement data and multiple sources of data from principals (ex: perceptual data, observation and evaluation data, etc) as well as parent perceptual data. The Professional Development Committee reviews teacher feedback, student data, and change in professional practice at bi-annual meetings to gauge the need for additional supports.

It is important to note first, that the district has been developing and implementing a differentiated approach to professional development whenever possible. We strive to avoid the auditorium "one-size fits all" professional development model. Instead, we have been concentrating on specific building level and department needs. However, this means that the strategies for ensuring fidelity often vary from session to session based upon the session objectives and expected outcomes. For example, some sessions lend themselves to classroom observation "look-fors" while other sessions do not.

Building principals are now expected to fully and actively participate in professional learning within the district alongside the faculty. They provide welcome guidance and leadership within the sessions as well as important follow-up and accountability for implementing new professional learnings.

Instructional coaches at the intermediate, middle, and high school level provide ongoing support to teachers during implementation.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

The district has been more clearly communicating expectations for implementing new learnings in the classroom by asking teachers to action plan, by requesting and providing feedback on follow up documentation, and by facilitating follow-up group de-briefing and reflection meetings as new learnings are implemented. However, these practices are in their infancy and are not yet wide-spread or systemic; therefore, they are not selected above.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will be able to communicate and collaborate effectively with parents and families.

Provide brief explanation of your process for ensuring these selected characteristics.

The district conducts an introductory full-day meeting with all new teachers and mentors focused on the objectives above. In addition, new teachers and mentors participate in on-going monthly online discussions focused on topics, professional readings, and resources aligned to the objectives of the induction program. Finally, new teachers also participate in the Appalachia IU8 approved teacher induction plan which includes professional development sessions aligned to the objectives of the induction program.

New teachers participate in an intensive observation and evaluation system designed to foster feedback, reflection, professional conversations and continued growth. This system consists of a minimum of 2 cycles of clinical observation, 1 unannounced observation, and 3 classroom walkthroughs annually until they are granted Instructional II status. In addition, new teachers submit teacher portfolios related to the Danielson Framework twice annually and are formally evaluated twice annually.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Not applicable

Needs of Inductees

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Review of responses to online teacher discussions (Professional Learning Community)

Provide brief explanation of your process for ensuring these selected characteristics.

Building principals are required to conduct a minimum of six observations of each new teacher annually. In addition, the Director of Curriculum and Instruction/Technology Coach also conducts clinical observations and uses a coaching model with new teachers which includes a heavy emphasis on individual reflection. The inductees complete an "end of year" survey to help identify ways to improve the program for future inductees. The use of online teacher professional discussions allows teachers to read and respond to research-based articles. New teachers and mentors meet regularly to discuss instructional practices, assessment, and curriculum as well as classroom management and other issues. AIMSWeb and 4Sight data is used in addition to PSSA data to determine the needs of inductees.

Provide brief explanation for strategies not selected and you plan to address their incorporation.

We do not require our new teachers to provide written reports summarizing their instructional activities as this information is available using a combination of the other methods outlined above, including classroom observation and review of lesson plans. Peer observations (via mentor or coach) are encouraged but voluntary. To protect the collegial

relationship, peer observations do not result in data or information shared with administrators.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

After a new teacher is hired, the district administration and building administration collaborate to select the best mentor possible for the new hire. Effective teachers with a proven history of success are asked to be mentors, but have the option of declining this "extra-duty" position if they are not able to accept the additional responsibility that comes with mentorship.

Our mentor teachers receive a clear outline of expectations for providing on-going support and must participate in the district teacher induction meeting and monthly online discussions.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

Not applicable

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X				
Assessments		X	X	X	X	
Best Instructional Practices		X	X	X	X	
Safe and Supportive Schools	X					
Standards	X			X	X	
Curriculum	X	X	X	X	X	
Instruction		X	X	X	X	

Accommodations and Adaptations for diverse learners			X	X		
Data informed decision making		X	X	X	X	
Materials and Resources for Instruction	X	X		X	X	

If necessary, provide further explanation.

Specific dates for teacher induction sessions provided by Appalachia Intermediate Unit 8 vary by year, but occur between September and May. The schedule for specific topics for teacher online discussions vary by year based on the needs of teacher inductees but always include all of the topics listed above although the order may vary.

The Code of Professional Practice and Conduct for Educators, curricular expectations (including standards), student services, and materials and resources for instruction are addressed during the annual new teacher meeting, but also reinforced and reviewed during Appalachia Intermediate Unit 8 sessions, during online discussions throughout the year, and in individual meetings with mentors. The Teacher Desk Reference resources are used throughout the year as well to provide topic information to inductees and to serve as a starting point for group review/discussions.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Director of Curriculum and Instruction/Technology Coach monitors the Induction program throughout the school year. Not only is active participation monitored, but also the ongoing needs of inductees is monitored with adjustments made as needed based on feedback from the inductees themselves and building administrators. In addition, the program is evaluated annually using a combination of building administrator input, mentor feedback, and the results of the new teacher end of year survey.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **280**

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

The school district is currently using the *Discrepancy Model* for the identification of students with specific learning disabilities. The Discrepancy Model assesses whether there is a significant difference between a student's general intelligence (IQ) and scores on an achievement test. If the student's scores on an IQ test are at least 30 points higher than their scores on the achievement test, the student is described as having a significant discrepancy between their IQ and their achievement. This discrepancy qualifies a student to have a learning disability. Penn Cambria is working toward incorporating the *Response to Intervention Model* in the elementary schools, but plans on continuing to use the *Discrepancy Model*.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

Penn Cambria School District is disproportionate in the following disability categories: Autism, Emotional Disturbance, Intellectual Disabilities, Other Health Impairment, and Speech or Language Impairment. Penn Cambria School District is above the state average in the categories of Intellectual Disability (the state average is 7.0% and PCSD is 11.4%) and Speech or Language Impairment (the state average is 16.0% and PCSD is 21.3%). The above average number of students with Intellectual Disabilities in our district certainly affects the increase numbers of students that require Speech or Language Support. The district plans to provide both our school psychologist and speech therapists the ability to attend professional development trainings to ensure that we are correctly identifying students. Penn Cambria School District is below the state average in the categories of Autism (the state average is 8.6% and PCSD is 4.4%), Emotional Disturbance (the state average is 8.6% and PCSD is 7.0%), and Other Health Impairment (the state average is 11.2% and PCSD is 6.3%). Looking at the category of Autism, we are seeing an increase in our numbers in the elementary school population. Our high school and middle school do not have as many students identified as Autistic as the elementary schools do, which causes our percentage to be below the state average. When looking at both Emotional Disturbance and Other Health Impairment, Penn Cambria School District has been below the state average over the past 7 years. The district holds Student Support Team (SST) meetings to support and brainstorm ways to help individual students reach success in school. After

student has been met on and many accommodations/interventions have been tried, if the student continues to struggle, they are then evaluated to determine if they qualify for special education services. With the SST in place, many students reach success with the interventions put into place with out the need for evaluation.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Located with in the Penn Cambria School District is Cresson Secure Treatment Unit, which is under the jurisdiction of the Pennsylvania Department of Public Welfare. Cresson Treatment Program is an educational treatment center for adolescents who have failed to progress in less intensive programs. The educational program at Cresson Secure Treatment Unit is served by the local Intermediate Unit. Penn Cambria is not responsible for the incarcerated students with in the LEA. In the event that the district was required to provide non-resident student oversight to receive a free appropriate public education (FAPE), the district would collaborate with the local intermediate unit, IU08 to provide services and oversight in the least restrictive environment (LRE).

The district does not have any problems or barriers that exist which limit the district's ability to meet its obligations under Section 1306 of the Public School Code.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

There are currently no facilities for incarcerated students within the LEA for which the School District is responsible for ensuring that all incarcerated students are located, identified, evaluated, and when deemed eligible, offered a free appropriate public education (FAPE).

In the event the district was required to provide incarcerated student oversight, the district would collaborate with the local intermediate unit, IU08 to provide services and oversight. IU08 provides educational services for the host district of our county prison. IU08 procedures include meeting with County Prison officials weekly to check inmate rosters for students that potentially qualify for educational services under *Brian B. v. Commonwealth*

of PA. Students are interviewed and asked to participate in the program. The IU contacts the district of residence for records and to coordinate the course of study for students. Based on their screening results the IU conducts an evaluation, when appropriate, in accord with Chapter 14 and IDEA requirements and procedures. For identified students, their IEP's are followed and data are reviewed and collected from the student, teachers, parents, and district representatives to determine appropriate programs/services.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Penn Cambria School District provides each special education student with an appropriate education within and outside of the regular classroom environment appropriate to individual student's strengths and needs. Prior to evaluation for special education, pre-referral strategies are provided at both the elementary and secondary level. If a parent requests an evaluation, the regular education pre-referral team is involved to obtain current levels of functioning in the regular education curriculum and to determine what instructional strategies are effective. The multidisciplinary team carefully reviews current levels of functioning and how the student functions within the regular education curriculum to assist in the determination of the type and amount of Special Education services.

Penn Cambria School District first considers the regular education classroom and curriculum with supplementary aids and services when determining placements for students with disabilities, which include special education teacher and para-educator support. Students receive instruction and services outside the regular education classroom and/or curriculum only when student needs are so severe that he or she will receive little to no benefit from inclusion; when the provision of necessary supports and/or services is so costly as to significantly affect the educational opportunities of the other students; or when the student is so disruptive as to significantly impair the education of other children in the class.

Collaborative, instructional, social-behavioral and/or physical aids and services are considered in planning for inclusion. District leadership supports the provision of supplementary aids and services in the regular education classroom through coordinating staff schedules and responsibilities; provision of professional opportunities for teachers, paraprofessionals, related service providers and others; providing opportunities for problem-solving and planning, coaching and mentoring; and developing positive relationships with families. New initiatives, programs and materials are evaluated according to the principals of universal design for learning prior to implementation within the district.

To keep our veteran teaching staff and new teaching staff as well as para-educators, abreast of the various co-teaching techniques on site training has been provided. The consultants from the Intermediate Unit have been utilized and will continue to be utilized to provide training in this area. Some members of our special education staff have also attended conferences conducted by Partan to enhance their collaborative efforts.

Co-teaching has been a district focus at our elementary buildings. The local intermediate unit brought in a specialist at this beginning of the 2014-2015 school year to review methodology in co-teaching. Our district sent four teams of teachers to this training to develop a deeper understanding on how to implement co-teaching. In addition to this training, the elementary principal and the special education director have been attending a Professional Learning Community (PLC) at Pattan on implementing and supporting co-teach. The knowledge that they are gathering during this year long training will be implemented during the the 2015 - 2016 school year.

All of the para-educators completed 20 hours of training this year of which all have been trained in areas to maximize their skills and inclusionary practices. Most of this training was prepared and presented by the staff of consultants at PaTTAN through videoconferencing.

A bonus to our evolving inclusionary efforts is that any and all students within the regular classes have access to the additional teacher and para-educator support. This practice greatly helps dissolve any stigma still attached to special education identification.

Educational placement- LRE (indicator 5) Data are derived from students' IEPs. The percentage of students assigned to each of three setting must be reported. These are: percentage of children with IEPs are aged 6 through 21 who are: (a) served inside the regular class 80% or more of the day; (b) served inside the regular class less than 40% of the day; (c) served in separate schools, residential facilities, or homebound/hospital placement.

Penn Cambria (73.0%) is above the state average (62.7%) in the category of students educated inside regular classes 80% or more. Penn Cambria (5.3%) is below the state average (9.0%) in the category of special education students inside regular class <40%. And finally in the category of special education students in other settings, Penn Cambria (4.6%) is almost equal to the state average (4.8%). Penn Cambria School District has fifteen students that are currently placed outside of the district. The district looked at regular education as the first option to meet these students' needs. The IEP team discussed and tried multiple types of supplementary aids and services and the students were still not

making appropriate progress. The IEP team determined for each of the out placed students that special education supports and services required in the student's IEP could not be provided in the neighborhood school.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

Education cannot proceed without good discipline, fairly and consistently applied. Good discipline may be described as the absence of distractions, frictions, and disturbances which interfere with the optimum functioning of the student, the class, and the school. It is also the presence of a friendly yet business-like rapport in which students and school personnel work cooperatively toward mutually recognized and mutually accepted goals. Good discipline is best thought of as being positive, not negative; of helping a student adjust, rather than as punishment; of turning unacceptable conduct into acceptable conduct. Discipline is largely a matter of morale, of classroom atmosphere, and of positive interpersonal relationships. Effective discipline leads to increased maturity on the part of the student.

The following conditions are favorable to the development of good school discipline:

1. An adequate home which:
 - a. Assumes the primary responsibility for the discipline of the child.
 - b. Is aware of the child's responsibilities and obligations in the school, as well as in the community, and establishes home conditions which are favorable to his/her success in school.
 - c. Recognizes that school personnel must necessarily concern themselves primarily with group training and group behavior.
 - d. The parents/guardians cooperate with school authorities and participate in conferences regarding the behavior, health, and/or academic progress of their children. Parents/Guardians are responsible for the willful misbehavior of their children, in conformance with provisions of the statutes of Pennsylvania.
2. A responsible student who:
 - a. Respects constituted authority, which includes not only obedience to school rules and regulations, but also conforms to the laws of the community, state, and nation.
 - b. Reflects respect and consideration for the personal property rights of others and has an understanding of the need for cooperation with all members of the school community.
3. A responsible school in which professional staff:
 - a. Encourages the use of good guidance procedures.

- b. Maintains an atmosphere conducive to good behavior.
- c. Exhibits an attitude of respect for students that has a positive influence in helping students to develop good citizenship traits.
- d. Plans a flexible curriculum to meet the needs of all students.
- e. Promotes effective training or discipline based on fair and impartial treatment of all students.
- f. Develops a good rapport among the teaching staff and between the administration and the teaching staff.
- g. Endeavors to involve the entire community in order to improve the quality of life therein.

Penn Cambria School District contracts with the local intermediate unit to provide training in Non-Violent Crisis Prevention Intervention. The purpose of the program is to create and maintain a safe, caring, and respectful environment for staff and those that they serve. The emphasis of the program is early intervention and nonphysical method for preventing and managing disruptive behavior. All of our special education teachers, support staff, special education office personnel, and our elementary guidance counselor maintain their yearly certification.

Alternative Community Resources Program (ACRP) is contracted to come into the district to provide School-Based Behavioral Health Services weekly to meet with students that are in need of additional counseling above what our school guidance counselor can provide. Students are referred to this counseling service through the Student Assistance Program or by parents.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Penn Cambria School District has no student or disability category for which it is having difficulty ensuring FAPE at this time. If the school district was having difficulty ensuring FAPE for a student in a particular disability category, the IEP team would reconvene to evaluate the selected placement. The team would analyze the educational program, benefits, and services available, to ensure that any placement decision ensures FAPE. Following determination of an appropriate placement, the IEP serves as a plan of

appropriate education reasonably designed to meet the individual needs of the student and ensure FAPE. The district will utilize an interagency approach to resolve and locate educational placements and services for hard to place students with disabilities.

The school district has available through the Intermediate Unit 08, if needed, the services of an interagency coordinator who can be contacted when needed and is available to provide training and consultation as to outside services and agencies.

The LEA will identify and report to the PA Department of Education all students for whom we are experiencing difficulty providing appropriate educational services. In the event the interagency team is not able to identify an appropriate placement, program or services, and the barriers involve funding or policy issues, the Regional Interagency Coordinator will request assistance from the Bureau of Special Education and the Department of Public Welfare.

The school district collaborates with all local child servicing systems that assist in providing supports or programming for students with disabilities. Interagency and/or CASSP meetings are scheduled as needed to coordinate services. District guidance counselors collaborate with Behavioral Health and Intellectual Disabilities, Children and Youth Services and other county agencies as needed. A mental health counselor provides brief counseling and assists at the Middle and High Schools with referrals to outside services. Student assistance programs function within the district. Involved agencies are invited to attend IEP meetings and other meetings when appropriate.

The school district collaborates with all county child service agencies to provide supports and programming for students. These agencies are invited to attend IEP meetings and other meetings when appropriate. The Special Education Director and/or guidance counselors attend agency meetings when appropriate. Students may receive services from multiple agencies both during the school day and after hours. Student assistance programs, probation, Behavioral Health and Intellectual Disabilities, CYS, and social service agencies are examples of collaborative relationships the LEA has developed to better serve students and families within the school district. We have also been networking with our neighboring school districts to share services and programs so that programs and services can be provided locally at a reasonable expense to all involved.

Penn Cambria School District is meeting the needs of our students. At this time, we do not have a need to expand our continuum of services.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Currently our special education department consists of a Special Education Director, School Psychologist, and Office Coordinator with in the central office. We have found that a centralized design allows for better communication, access, and efficiency for the many families, service providers and agencies with which we have relationships.

Our district employs 18 special education teachers, 1 transition teacher, 2.6 speech

therapists and 23.5 fulltime para educators. We have been employing our own staff when appropriate and feasible in lieu of contracting with the Intermediate Unit or other agencies.

To address our personnel needs in a cost effective manner, we have developed excellent relationships with several neighboring school districts to share personnel such as transition services, speech services and transportation. We are the district of employment for all of these shared positions. These arrangements have worked out very well for everyone involved.

Our district has established and maintained relationships with the I.U. Task Force, the I.U., behavioral health agencies, Children and Youth, medical experts, Juvenile Probation, and neighboring school districts as we try to address the many needs of our exceptional students.

Some of the positives we have experienced and identified are:

1. A Board of Directors that is responsive to our staffing needs and responsive to our requests as we evolve as a service provider
2. A superintendent who was once a Special Education Director and truly understands our ideas and program needs
3. A K-4 program that addresses developmental delays which assists in student achievement
4. Our after school Learning Lab at the high school which addresses the needs of specific students and keeps them in school through teacher supported cyber learning
5. Our Primary School has implemented an addition reading program to increase reading skills in grades Kindergarten, one and two. The program is called power hour. During this hour each student is instructed on their ability level during a guided reading lesson. Students take home ability level books and practice them nightly.
6. SRA/Corrective Reading Programs: These intensive, structured reading programs are being utilized within the special education classrooms. These programs have been implemented with care and accuracy with much data to prove that our students are improving their oral reading fluencies, phonetics, and comprehension daily. Self-tracking and graphing is used within these programs to assist in motivating the students to achieve the highest level of mastery possible. Once the students develop a sound phonetic, fluency, and comprehension base, then it makes the transition to the regular classroom much easier.
7. Support Staff: Each special education teacher has the opportunity to be paired with a learning support aide. These aides allow our students to have much needed extra practice, repetition, and one-to-one academic enhancement time. These competent support staff allow our students to achieve their maximum potential.
8. We currently have 3 Autistic Support teacher within our district. One teacher provides services to the elementary schools, one is at the middle school and the third teacher provides service at the high school.
9. We provide Extended School Year (ESY) programs for students that qualify at our high school. Typically, the teachers and the therapist that work with the students during the school year also teach and provide the services that are needed during ESY. We have found that this consistency helps the students make increased progress.

10. Lastly, we are taking an increased focus on co-teaching in our language arts classes and mathematics classes at the Primary and Intermediate Schools.

The impact of all of these components make the Penn Cambria School District a very friendly place for Exceptional Learners.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Cresson Secure Treatment Unit	Incarcerated	Intermediate Unit 08	8

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Alternative Community Resource Program (ACRP) St. Mike's	Other	Partial Hospitalization Program	1
Appalachian Youth Services (AYS)	Other	Day Treatment Program	4
Northwestern Human Services (NHS) School Altoona	Other	Full time Autistic Support and Full time Emotional Support	2
Northwestern Human Services (NHS) School East Freedom	Other	Full time Autistic Support and Full time Emotional Support	3
IU08 BRIDGE Program	Other	Full time Life Skills Support	4
Extended Family Academy (EFA)	Other	Day Treatment Program	1
Alternative Community Resource Program (ACRP) Center for a Achievement	Other	Full time Autistic Support	1
The Children's Aid Home	Other	Partial Hospitalization Program/Residential Program	1
Glade Run	Other	Residential Treatment Facility	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 24, 2015

Reason for the proposed change: The learning support teacher primarily provides inclusion support within the regular education setting. This enables the students with special needs to be exposed to both grade level materials and ability level materials through accommodations and modifications. A minor amount of students with special needs require more in-depth instruction that can be provided in the regular education setting, thus the learning support teacher must provide replacement instruction at the student's level.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Pre-Primary and Primary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	9	0.5
Penn Cambria Pre-Primary and Primary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	1	0.5

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 24, 2015

Reason for the proposed change: The learning support teacher primarily provides inclusion support within the regular education setting. This enables the students with special needs to be exposed to both grade level materials and ability level materials through accommodations and modifications. A minor amount of students with special needs require more in-depth instruction that can be provided in the regular education setting, thus the learning support teacher must provide replacement instruction at the student's level.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Primary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	9	0.5
Penn Cambria Primary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	1	0.5

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 1, 2015

Reason for the proposed change: The learning support teacher provides one-half a day inclusion support and one-half a day replacement instruction. The learning support teacher currently is providing special education services to students with both itinerant levels of support and supplemental levels of support.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	10	0.4
Penn Cambria Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.6

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2015

Reason for the proposed change: The learning support teacher will be providing one-half a day itinerant learning support services within the regular education setting and one-half a day replacement instruction in the special education setting at a level of supplemental learning support.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	3	0.4
Penn Cambria Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.6

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	10	0.5
Penn Cambria Middle School	A Middle School	A building in which General	Itinerant	Learning Support	10 to 12	15	0.5

	Building	Education programs are operated					
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Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2015

Reason for the proposed change: The learning support teacher primarily provides support within the regular education setting. This enables the student with special needs to be exposed to both grade level materials and ability level materials through accommodations and modifications. A minor amount of students with special needs require more in depth instruction that can be provided in the regular education setting, thus the learning support teacher must provide replacement instruction at the students level.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	2	0.5
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	17	0.5

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2015

Reason for the proposed change: The learning support teacher primarily provides support within the regular education setting. This enables the student with special needs to be exposed to both grade level materials and ability level materials through accommodations and modifications. A minor amount of students with special needs require more in depth instruction that can be provided in the regular education setting, thus the learning support teacher must provide replacement instruction at the students level.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	7	0.5
Penn Cambria Middle School	A Middle School	A building in which General	Itinerant	Learning Support	11 to 14	18	0.5

	Building	Education programs are operated					
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Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2015

Reason for the proposed change: The learning support teacher primarily provides support within the regular education setting. This enables the student with special needs to be exposed to both grade level materials and ability level materials through accommodations and modifications. A minor amount of students with special needs require more in depth instruction that can be provided in the regular education setting, thus the learning support teacher must provide replacement instruction at the students level.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	20	0.6
Penn Cambria Pre-Primary, Primary, Intermediate, Middle, and High School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 20	1	0.1
Justification: The teacher would provide supplemental services in an individual or small group setting with in an age span of 4 years. The teacher would serve a small amount of students across the district.							
Penn Cambria Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	3	0.3

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	27	0.8
Penn Cambria High	A Senior	A building in	Itinerant	Emotional	15 to	6	0.2

School	High School Building	which General Education programs are operated		Support	19		
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Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	4	0.3
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	16	0.7

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015*Reason for the proposed change:* The age range for this class needed to increase from 10 to 11 years old.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	9	1

Justification: Due to the students' cognitive ability, they are in need of a life skills curriculum to meet their needs in the elementary school setting.

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2015

Reason for the proposed change: Due to the students' cognitive ability, they require a life skills curriculum to work toward and make progress on their goals and objectives in the secondary setting. Typically when a student reaches 18 years old, the IEP team determines that a transitional apartment program is most appropriate for the student.

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014

Reason for the proposed change: This position was split across three buildings. The district would like the teacher to just provide support between two elementary buildings that are located in the same town.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Primary and Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 12	12	1

Justification: The students are instructed in an individual or small group setting. The students are not grouped with students that are more than 3 years older or younger.

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014

Reason for the proposed change: During our monitoring last school year, Mrs. Oswald stated that Assistive technology should not count against the therapists FTE. So the district is requesting to change this position from 0.9 FTE to 1.0 FTE.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Middle and High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 21	58	1

Justification: The students are seen in an individual or small group setting. The students are not grouped with students that are greater than 4 years older than they are unless they are in a Life Skills Curriculum.

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Pre-Primary and Primary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	54	1

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 1, 2015*Reason for the proposed change:* This position was listed as a multiple district operator and Penn Cambria School District is the employer of the speech therapist.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	28	0.6
Justification: The students are seen in small groups or individually. The students are not group with peers that are more than 3 years older than they are unless they are in a life skills curriculum where they are working on similar skills.							

Program Position #19*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Reason for the proposed change:* The district would like to have the teacher of the Blind and Visually Impaired able to provide support in all district buildings.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Pre Primary, Primary, Intermediate, Middle, and High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 19	4	0.08
Justification: The students are provided vision support on an individual basis.							

Program Position #20*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Reason for the proposed change:* There has been an increase need for Hearing Support across our school district. The district would like to increase Hearing Support to cover all buildings and increase the FTE from 0.3 to 0.45.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Pre Primary, Primary, Intermediate, Middle, and High School	An Elementary School Building	A building in which General Education programs are	Itinerant	Deaf and Hearing Impaired Support	5 to 19	20	0.45

		operated					
Justification: These students are seen for hearing support on an individual basis.							

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014

Reason for the proposed change: The district is proposing this change to provide the ability to provide an increased support system for students with an Emotional Disturbance. We would like to increase this teacher's FTE from 0.1 ES to 0.5 ES.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 21	9	0.5
Justification: The teacher provides inclusion support within the general education classroom.							
Penn Cambria High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 21	17	0.5
Justification: The teacher provides itinerant emotional support on an individual and/or small group basis. If small groups are being utilized, the students are grouped with similar aged peers.							

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Average square feet in regular classrooms:* 733 sq. ft.*Square footage of this classroom:* 220 sq. ft. (20 feet long x 11 feet wide)

Reason for the proposed change: There has been an increased need for autistic support in our elementary buildings. Our high school is located next to our Pre-Primary building, so the teacher would be able to provide AS services in both buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Penn Cambria Pre-Primary and High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 21	12	1
Justification: The students are instructed in an individual or small group setting. The students are not grouped with students that are more than 3 years older than they are.							

Program Position #23*Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: August 31, 2015

Average square feet in regular classrooms: 840 sq. ft.

Square footage of this classroom: 812 sq. ft. (28 feet long x 29 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Primary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 9	4	1
Justification: The classroom is a specialized classroom that is based on ABA principals. There is one student that is 9 and the rest are 5 - 6 years old. The student that is 9 requires ABA techniques to meet support her in meeting her goals and objectives. The class will have a lot of adult support for the 4 students. There will be 1 teacher and 2 para-educators to help support the age variance.							

Special Education Support Services

Support Service	Location	Teacher FTE
Assistive Technology	District-wide	0.1
Special Education Director	District-wide	1
Transition Support Teacher	Penn Cambria Middle and High School	0.4
Paraprofessional (LSS)	Penn Cambria High School	1
Paraprofessional (LS)	Penn Cambria High School	1
Paraprofessional (LS)	Penn Cambria High School	1
Paraprofessional (LS)	Penn Cambria High School	1
Paraprofessional (PCA)	Penn Cambria Primary School	0.5
Paraprofessional (PCA)	Penn Cambria Middle School	1
Paraprofessional (PCA)	Penn Cambria Primary School	1
Paraprofessional (LS)	Penn Cambria Middle School	1
Paraprofessional (LS)	Penn Cambria Middle School	1
Paraprofessional (LS)	Penn Cambria Middle School	1
Paraprofessional (LS)	Penn Cambria Middle School	1
Paraprofessional (PCA)	Penn Cambria Middle School	1
Paraprofessional (PCA)	Penn Cambria Middle School	1
Paraprofessional (LS)	Penn Cambria Intermediate School	1
Paraprofessional (LS)	Penn Cambria Intermediate School	1
Paraprofessional (LSS)	Penn Cambria Intermediate School	1
Paraprofessional (PCA, LSS)	Penn Cambria Intermediate School	1
Paraprofessional (PCA, LSS)	Penn Cambria Intermediate School	1
Paraprofessional (PCA)	Penn Cambria Middle School	1
Paraprofessional (LS)	Penn Cambria Primary School	1
Paraprofessional (LS)	Penn Cambria Primary School	1

Paraprofessional (PCA)	Penn Cambria Pre-Primary School	0.5
Paraprofessional (PCA, LSS)	Penn Cambria Intermediate School	1
Paraprofessional (PCA, LSS)	Penn Cambria Intermediate School	1
School Psychologist	District-wide	1
Office Coordinator/Access Coordinator	District-Wide	1
Paraprofessional (PCA, MDS)	Penn Cambria High School	1
Paraprofessional (LS)	Penn Cambria High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Intermediate Unit	3 Days
Occupational Therapy	Intermediate Unit	4 Days
Interpreter	Intermediate Unit	5 Days
Work experience - Association for the Blind and Handicapped	Outside Contractor	5 Days
Work experience - Skills	Outside Contractor	5 Days
Interpreter	Intermediate Unit	5 Days
PAES Lab	Area Vocational Technical Schools	12.5 Hours
Intervenor (for Deaf-Blind student)	Intermediate Unit	5 Days

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

Each building had strengths and accomplishments. However, there is disparity between grade levels which implies that systems are not consistently in place across buildings and classrooms.

District Accomplishments

Accomplishment #1:

Penn Cambria High School had the highest PA School Performance Profile score in Cambria County in 2014 and the second highest score in the four-county Appalachia Intermediate Unit 8 region. In addition, the school was recognized with a bronze award by U.S. News and World Report. There is significant evidence that the school exceeded the standard for PA Academic Growth in both Literature and Biology. Dual enrollment agreements provide students with opportunities to earn college credit in all four core subject areas (English, Math, Science and Social Studies).

Accomplishment #2:

Both 7th and 8th grade have consistently shown high achievement by consistently outperforming the state average achievement and have met or exceeded the standards for PA Academic Growth in both reading and math.

Accomplishment #3:

Students in grades 3 and 4 at Penn Cambria Intermediate School have outperformed the state average in both reading and math at the respective grade levels in 2014.

Accomplishment #4:

83% of students in grade 1 and 91% of students in grade 2 met benchmark reading assessment target levels in May 2014.

Accomplishment #5:

95% of students from Penn Cambria School District that attend Admiral Peary Vocational Technical School are scoring competent or advanced on industry-based competency assessments such as the NOCTI and NIMS assessments.

Accomplishment #6:

Based on the results of a faculty climate survey, 96% of teachers agree that the school provides a safe environment for teaching and learning. 90% of parents on a parent climate survey in 2014 agree that they feel children are safe at school.

Accomplishment #7:

State targets for both daily attendance and graduation rate have consistently been met.

District Concerns

Concern #1:

The achievement gap between all students and the Historically Underperforming Subgroup (comprised of students with IEP's, economically disadvantaged students, and English Language Learners) is still significant in all PSSA and Keystone tested grades and subjects.

Concern #2:

The low achievement and low growth of students in math in grades 5 and 6 is a persistent concern. There is consistent low achievement in reading in these grade levels as well, although there is evidence of meeting the PA Academic Growth standards in reading.

Concern #3:

Reading proficiency by the end of grade 3 is not consistent from year to year and the students demonstrating reading proficiency in 2014 by the end of grade 3 was only 79% (87% in 2013).

Concern #4:

Penn Cambria average SAT scores for the grade 12 cohort for students in math, reading and writing are below the national averages for 2014.

Concern #5:

No positive three year trend in student achievement results is seen in any grades for Reading or Mathematics. Achievement results are fluctuating from year to year which shows that there are still inconsistencies to address.

Concern #6:

The ability to sustain a technology infrastructure that meets the rapidly increasing needs of an educational institution in the future will be a great challenge given the demands of a very tight budget.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

The achievement gap between all students and the Historically Underperforming Subgroup (comprised of students with IEP's, economically disadvantaged students, and English Language Learners) is still significant in all PSSA and Keystone tested grades and subjects.

Penn Cambria average SAT scores for the grade 12 cohort for students in math, reading and writing are below the national averages for 2014.

No positive three year trend in student achievement results is seen in any grades for Reading or Mathematics. Achievement results are fluctuating from year to year which shows that there are still inconsistencies to address.

The low achievement and low growth of students in math in grades 5 and 6 is a persistent concern. There is consistent low achievement in reading in these grade levels as well, although there is evidence of meeting the PA Academic Growth standards in reading.

Reading proficiency by the end of grade 3 is not consistent from year to year and the students demonstrating reading proficiency in 2014 by the end of grade 3 was only 79% (87% in 2013).

Systemic Challenge #2 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

The achievement gap between all students and the Historically Underperforming Subgroup (comprised of students with IEP's, economically disadvantaged students, and English Language Learners) is still significant in all PSSA and Keystone tested grades and subjects.

No positive three year trend in student achievement results is seen in any grades for Reading or Mathematics. Achievement results are fluctuating from year to year which shows that there are still inconsistencies to address.

The low achievement and low growth of students in math in grades 5 and 6 is a persistent concern. There is consistent low achievement in reading in these grade levels as well, although there is evidence of meeting the PA Academic Growth standards in reading.

Reading proficiency by the end of grade 3 is not consistent from year to year and the students demonstrating reading proficiency in 2014 by the end of grade 3 was only 79% (87% in 2013).

Systemic Challenge #3 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

The achievement gap between all students and the Historically Underperforming Subgroup (comprised of students with IEP's, economically disadvantaged students, and English Language Learners) is still significant in all PSSA and Keystone tested grades and subjects.

No positive three year trend in student achievement results is seen in any grades for Reading or Mathematics. Achievement results are fluctuating from year to year which shows that there are still inconsistencies to address.

The low achievement and low growth of students in math in grades 5 and 6 is a persistent concern. There is consistent low achievement in reading in these grade levels as well, although there is evidence of meeting the PA Academic Growth standards in reading.

Reading proficiency by the end of grade 3 is not consistent from year to year and the students demonstrating reading proficiency in 2014 by the end of grade 3 was only 79% (87% in 2013).

Systemic Challenge #4 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

No positive three year trend in student achievement results is seen in any grades for Reading or Mathematics. Achievement results are fluctuating from year to year which shows that there are still inconsistencies to address.

The low achievement and low growth of students in math in grades 5 and 6 is a persistent concern. There is consistent low achievement in reading in these grade levels as well, although there is evidence of meeting the PA Academic Growth standards in reading.

Reading proficiency by the end of grade 3 is not consistent from year to year and the students demonstrating reading proficiency in 2014 by the end of grade 3 was only 79% (87% in 2013).

Systemic Challenge #5 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

The achievement gap between all students and the Historically Underperforming Subgroup (comprised of students with IEP's, economically disadvantaged students, and English Language Learners) is still significant in all PSSA and Keystone tested grades and subjects.

Penn Cambria average SAT scores for the grade 12 cohort for students in math, reading and writing are below the national averages for 2014.

No positive three year trend in student achievement results is seen in any grades for Reading or Mathematics. Achievement results are fluctuating from year to year which shows that there are still inconsistencies to address.

The low achievement and low growth of students in math in grades 5 and 6 is a persistent concern. There is consistent low achievement in reading in these grade levels as well, although there is evidence of meeting the PA Academic Growth standards in reading.

Reading proficiency by the end of grade 3 is not consistent from year to year and the students demonstrating reading proficiency in 2014 by the end of grade 3 was only 79% (87% in 2013).

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Interim

Data Source: Classroom Observations - Lesson Plans

Specific Targets: Classroom observations and review of lesson plans will show that all teachers are using effective instructional practices within the classroom.

Strategies:

Instructional Coaching

Description: The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>.) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)

SAS Alignment: Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Reading Across the Curriculum

Description: While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement. (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf)

SAS Alignment: Instruction

Effective Instructional Practices

Description:

Consistent implementation of research-based effective instructional practices that maximize instructional time and student engagement.

SAS Alignment: Instruction

Effective Use of Technology to Advance Student Achievement

Description:

The International Society for Technology in Education has monitored research on the effectiveness of technology in education and have found educational technology has a positive effect on student achievement if correctly implemented (http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf).

Technology is ubiquitous in today's society and properly used, technology will help students develop the skills they need to be productive citizens in the 21st Century. Integrating technology means more than just teaching basic computer skills in a separate class. Instead, it must happen across classrooms as an integral part of learning and not as a separate event. Technology use provides opportunities for connections to real-world events and experts, active complex engagement, interactive feedback, and opportunities for differentiating instruction.

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Professional Development Focused on Research-Based Effective Instructional Practices

Description:

Provide on-going professional development focused on identifying and using specific research-based instructional strategies in the classroom. Strategies included will be based on a review of research and best-practices, those outlined on the SAS website, in the PA Comprehensive Literacy Plan, and those provided by What Works Clearinghouse practice guides. An emphasis on effective use of literacy based strategies across all classrooms will be provided. All teachers will implement a body of effective instructional practices. Administrators will hold all staff members accountable for consistent implementation of effective instructional practices as evidenced by classroom observations and lesson plan review.

Start Date: 8/1/2016 **End Date:** 5/31/2019

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching
- Effective Instructional Practices

Participation in PA Institute for Instructional Coaching (PIIC)

Description:

Instructional coaches and teacher-leaders will participate in regular meetings and professional development opportunities provided by the PA Institute for Instructional Coaching. This participation provides our instructional coaches and teacher-leaders will valuable guidance and on-going feedback to continue to improve their professional practices as coaches and to provide high quality instructional coaching for our faculty.

Start Date: 8/1/2016 **End Date:** 5/31/2019

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching
- Reading Across the Curriculum
- Effective Instructional Practices

Professional Development and Support for the Use of Literacy-Based Instructional Strategies Across Content Classrooms

Description:

According to the Pennsylvania Comprehensive Literacy Plan, literacy is a critical foundation for all learning. Therefore, teachers of content have a responsibility to understand how literacy affects the learning of their discipline and how they can use literacy instruction to strengthen students' learning in their classrooms. The use of literacy-based strategies should specifically focus on improving instruction and student learning directly related to the curriculum and content, not as an add-on or supplemental activity.

On-going professional development and support will be provided by building and district administration through small group professional learning and reflection meetings as well as by instructional coaches.

Monitoring of this implementation step will be provided through classroom observations, lesson plan review, reflective meetings, analysis of student work, and professional sharing sessions.

Start Date: 7/1/2016 **End Date:** 6/10/2019

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching
- Differentiating Instruction
- Reading Across the Curriculum
- Effective Instructional Practices

Ongoing Professional Development Focused on Teaching Diverse Learners in an Inclusive Setting

Description:

Differentiated Instruction is critical to meet the needs of diverse learners in today's classrooms. Faculty members report that they need continued support, additional strategies and more practical guidance in order to effectively differentiate for students, including those that need remediation and those that need enrichment. We will provide continued professional development for all teaching staff with a focus on practical classroom guidance, instructional strategies, and differentiated assessments. This professional development will take the form of small group sessions, larger group presentations with follow up reflections, teacher meetings focused on data analysis and reflection, shared lesson designing, instructional coaching, book studies and attendance at trainings/workshops/sessions offered by Appalachia IU8 or other providers.

In addition to professional development records (sign in sheets, evaluations, etc) to provide evidence of implementation, building principals will also look for differentiated instructional practices during classroom observations. Small group teacher meetings will also focus on sharing evidence from the classroom of these practices.

Start Date: 7/1/2016 **End Date:** 6/19/2019

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Differentiating Instruction
- Effective Instructional Practices

Professional Development and Support Focused on Language and Literacy Acquisition

Description:

Provide professional development and job-embedded support for the use of classroom practices and assessment strategies focused on the acquisition of language and literacy skills for all students. This includes on-going professional development in areas such as LETRS training, Guided Reading practices, the writing process, and language and literacy assessments.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education

Supported Strategies:

- Reading Across the Curriculum
- Effective Instructional Practices

Provide Professional Development Focused on Enhanced Technology Integratrtration to Increase Student Achievement

Description:

PCSD will continue to provide professional development focused on the technology across the curriculum with a focus on effective instructional use that increases student achievement and prepares students to be productive citizens in the 21st Century.

Implementation evidence will include professional development records, lesson plans, technology usage data and faculty surveys.

Start Date: 7/1/2016 **End Date:** 6/28/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Effective Instructional Practices
- Effective Use of Technology to Advance Student Achievement

Goal #2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Samples of common assessments used across grade levels, data reporting and analysis based on the common assessments

Specific Targets: * Common Assessments used in at least 60% of grade levels/subjects (as appropriate)

* Data showing student achievement on common assessments

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

SAS Alignment: Assessment, Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Assessment Literacy Professional Development

Description:

Engage faculty in professional learning focused on assessment literacy. Topics to include: assessment validity, assessment reliability, depth of knowledge level of questions, communicating assessment results, and grading practices tied to assessments.

Start Date: 8/25/2015 **End Date:** 6/29/2018

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject

Creation and Implementation of Common Assessments

Description:

Common Assessment creation and implementation including a *minimum* of two common assessments in shared subject/grade levels in year one with more being developed in on-going years. These common assessment should focus on critical components of the curriculum.

Start Date: 8/22/2016 **End Date:** 5/31/2017

Program Area(s):

Supported Strategies:

- Common Assessment within Grade/Subject

Ongoing Monitoring and Revision of Common Assessments

Description:

Ongoing monitoring of the common assessment process will be conducted by both faculty and administration. Administration will provide monitoring to be sure common assessments are being implemented appropriately. This monitoring may include observations, department or grade level meetings, reviews of lesson plans, common assessment scoring sessions, and review of online gradebooks. Administrators will provide on-going support to faculty as they continue to implement common assessments. Faculty and administration will both monitor the appropriateness of the common assessments based on student data, the curriculum and changes to state and federal standards and expectations. Revisions to common assessments will likely be necessary based on the above mentioned factors.

Start Date: 8/1/2016 **End Date:** 5/31/2019

Program Area(s):**Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:		#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.				Strategy #1: Instructional Coaching Strategy #2: Effective Instructional Practices		
Start	End	Title			Description			
8/1/2016	5/31/2019	Professional Development Focused on Research-Based Effective Instructional Practices			Provide on-going professional development focused on identifying and using specific research-based instructional strategies in the classroom. Strategies included will be based on a review of research and best-practices, those outlined on the SAS website, in the PA Comprehensive Literacy Plan, and those provided by What Works Clearinghouse practice guides. An emphasis on effective use of literacy based strategies across all classrooms will be provided. All teachers will implement a body of effective instructional practices. Administrators will hold all staff members accountable for consistent implementation of effective instructional practices as evidenced by classroom observations and lesson plan review.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Director of Curriculum and Instruction/ Building Principals/ Instructional Coaches	1.0	20	25	Penn Cambria School District	School Entity	Yes
		Knowledge	Research-based classroom instructional practices					
		Supportive Research	<u>Classroom Instruction that Works</u> by Robert Marzano					

What Works Clearinghouse Practice Guides (<http://ies.ed.gov/ncee/wwc/>)

The Framework for Teaching by Charlotte Danielson (focus on instruction component)

Penn Literacy Network

Pennsylvania Comprehensive Literacy Plan

<http://static.pdesas.org/content/documents/PA%20Comprehensive%20Literacy%20Plan.pdf>

PDE's Standards Aligned System - Instruction component (www.pdesas.org)

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Training Format

Series of Workshops
School Whole Group Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)

	Other educational specialists	High (grades 9-12)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Instructional coaching</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Portfolio</p>
	Evaluation Methods	

LEA Goals Addressed:	#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Instructional Coaching Strategy #2: Reading Across the Curriculum Strategy #3: Effective Instructional Practices
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Start	End	Title	Description
8/1/2016	5/31/2019	Participation in PA Institute for Instructional Coaching (PIIC)	Instructional coaches and teacher-leaders will participate in regular meetings and professional development opportunities provided by the PA Institute for Instructional Coaching. This participation provides our instructional coaches and teacher-leaders will valuable guidance and on-going feedback to continue to improve their professional practices as coaches and to provide high quality instructional coaching for our faculty.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum and Instruction	7.5	9	5	PA Institute for Instructional Coaching	Non-profit Organization	Yes

PIIC provides guidance and mentorship to coaches to facilitate and improve their work with teachers and school leaders. PIIC helps instructional coaches accomplish the following:

Knowledge

- Identify strategies for working with adult learners
- Help teachers re-focus time on task
- Co-teach, model, demonstrate units of study with teachers
- Co-facilitate school wide/district/IU wide professional learning
- Engage in peer coaching
- Plan and facilitate study groups

Supportive Research

The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)

Designed to Accomplish

For classroom teachers, school

Increases the educator's teaching skills based on research on effective practice, with

counselors and education specialists:	attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops School Whole Group Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff
	Grade Levels
	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
	Evaluation Methods
	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of participant lesson plans

LEA Goals Addressed:	#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Instructional Coaching Strategy #2: Differentiating Instruction Strategy #3: Reading Across the Curriculum Strategy #4: Effective Instructional Practices
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Start	End	Title				Description		
7/1/2016	6/10/2019	Professional Development and Support for the Use of Literacy-Based Instructional Strategies Across Content Classrooms				According to the Pennsylvania Comprehensive Literacy Plan, literacy is a critical foundation for all learning. Therefore, teachers of content have a responsibility to understand how literacy affects the learning of their discipline and how they can use literacy instruction to strengthen students' learning in their classrooms. The use of literacy-based strategies should specifically focus on improving instruction and student learning directly related to the curriculum and content, not as an add-on or supplemental activity.		
						On-going professional development and support will be provided by building and district administration through small group professional learning and reflection meetings as well as by instructional coaches.		
						Monitoring of this implementation step will be provided through classroom observations, lesson plan review, reflective meetings, analysis of student work, and professional sharing sessions.		
		Person Responsible	SH	S	EP	Provider	Type	App.
		Director of Curriculum and Instruction/ Building Principals	1.0	20	10	Penn Cambria School District	School Entity	Yes

Knowledge

Teachers will demonstrate the use of effective literacy-based strategies across classrooms and content areas with a focus on student learning in the content area. Penn Literacy Network, PDE KTO Baseline Trainings, and the Reading Apprenticeship program will provide frameworks for this on-going professional development.

Supportive Research	Penn Literacy Network		
	Pennsylvania Comprehensive Literacy Plan http://static.pdesas.org/content/documents/PA%20Comprehensive%20Literacy%20Plan.pdf		
	PDE's Standards Aligned System - Instruction component (www.pdesas.org)		
	Reading Apprenticeship - http://readingapprenticeship.org/research-impact/		
Designed to Accomplish			
For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.		
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.		
For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
	Series of Workshops Professional Learning Communities		
Training Format			
Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	New Staff		Middle (grades 6-8)
	Other educational		High (grades 9-12)

specialists

Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of participant lesson plans
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LEA Goals Addressed:	#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Differentiating Instruction Strategy #2: Effective Instructional Practices
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Start	End	Title	Description
7/1/2016	6/19/2019	Ongoing Professional Development Focused on Teaching Diverse Learners in an Inclusive Setting	Differentiated Instruction is critical to meet the needs of diverse learners in today's classrooms. Faculty members report that they need continued support, additional strategies and more practical guidance in order to effectively differentiate for students, including those that need remediation and those that need enrichment. We will provide continued professional development for all teaching staff with a focus on practical classroom guidance, instructional strategies, and differentiated assessments. This professional development will take the form of small group sessions, larger group presentations with follow up reflections, teacher meetings focused on data analysis and reflection, shared lesson designing, instructional coaching, book studies and attendance at trainings/workshops/sessions offered by

Appalachia IU8 or other providers.

In addition to professional development records (sign in sheets, evaluations, etc) to provide evidence of implementation, building principals will also look for differentiated instructional practices during classroom observations. Small group teacher meetings will also focus on sharing evidence from the classroom of these practices.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum / Building Principals	1.0	20	10	Penn Cambria School District	School Entity	Yes

Knowledge

* Teachers will develop and use strategies to differentiate content, process, product and the learning environment to meet the needs of diverse learners in the classroom (including both struggling students and students in need of enrichment).

Supportive Research

Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	
Training Format	Series of Workshops School Whole Group Presentation Professional Learning Communities	
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of participant lesson plans

LEA Goals Addressed:	#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Reading Across the Curriculum Strategy #2: Effective Instructional Practices
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2016	6/28/2019	Professional Development and Support Focused on Language and Literacy Acquisition	Provide professional development and job-embedded support for the use of classroom practices and assessment strategies focused on the acquisition of language and literacy skills for all students. This includes on-going professional development in areas such as LETRS training, Guided Reading practices, the writing process, and language and literacy assessments.	Building Principals/ Director of Curriculum	2.0	15	15	Various Providers	Various Providers	Yes

Knowledge

Effective instructional practices to ensure that all students have the skills and foundation necessary for language and literacy acquisition.

Supportive Research

Pennsylvania Comprehensive Literacy Plan:
<http://static.pdesas.org/Content/Documents/PA%20Comprehensive%20Literacy%20Plan.pdf>
 Pennsylvania Early Learning Standards and PA Core Standards for English Language Arts

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed:	#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Effective Instructional Practices Strategy #2: Effective Use of Technology to Advance Student Achievement
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2016	6/28/2019	Provide Professional Development Focused on Enhanced Technology Integratration to Increase Student Achievement	PCSD will continue to provide professional development focused on the technology across the curriculum with a focus on effective instructional use that increases student achievement and prepares students to be productive citizens in the 21st Century. Implementation evidence will include professional development records, lesson plans, technology usage data and faculty surveys.	Director of Curriculum / Network Administrator	1.0	10	15	Penn Cambria School District	School Entity	Yes

Knowledge

Teachers will show evidence of the integration of technology to improve student achievement.

International Society for Technology in Education (ISTE) Standards for Teachers:
<http://www.iste.org/standards/iste-standards/standards-for-teachers>

Supportive Research

Partnership for 21st Century Learning: <http://www.p21.org/>

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Training Format		Series of Workshops	
Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	School counselors		Middle (grades 6-8)
	Paraprofessional		High (grades 9-12)
	New Staff		
	Other educational specialists		
Follow-up Activities	Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
			Participant survey
			Review of participant lesson plans

LEA Goals Addressed:	#1 Establish a district system that fully ensures staff members in every school use	Strategy #1: Common Assessment within Grade/Subject
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standards aligned assessments to monitor student achievement and adjust instructional practices.

Start	End	Title			Description			
8/25/2015	6/29/2018	Assessment Literacy Professional Development			Engage faculty in professional learning focused on assessment literacy. Topics to include: assessment validity, assessment reliability, depth of knowledge level of questions, communicating assessment results, and grading practices tied to assessments.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Director of Curriculum / Instructional Coaches / Building Principals	1.0	6	10	Penn Cambria School District / Appalachia Intermediate Unit 8	School Entity	No
		<p>* Analyze the reliability, validity, and depth of knowledge of classroom assessments to determine if they are appropriate measures of student learning.</p>						
		<p>* Determine ways to communicate assessment results with families and other applicable stakeholders.</p>						
		<p>* Analyze current grading practices to determine if the practices reflect student learning and achievement related to curriculum.</p>						

teams to build common formative assessments. L. Ainsworth (2007) stated that common formative assessments foster consistent expectations and priorities within a grade level, course, and department regarding standards, instruction, and assessments.

* According to D. Reeves (2004), reviews of accountability data from hundreds of schools show that schools with the greatest gains in achievement consistently employ common assessments and collaborative scoring by faculty.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Training Format

Series of Workshops
School Whole Group Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

	Analysis of student work, with administrator and/or peers		
	Joint planning period activities		
Follow-up Activities	Analysis of current assessments and development/sharing of newly designed/revised assessments / Common Scoring Sessions	Evaluation Methods	Classroom student assessment data

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Affirmed by George Pyo on 8/24/2015

Board President

Affirmed by William Marshall on 8/24/2015

Superintendent/Chief Executive Officer

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Affirmed by George Pyo on 3/10/2015

Board President

Affirmed by William Marshall on 8/17/2015

Superintendent/Chief Executive Officer